DOCUMENT RESUME

ED 041 324 CG 005 658

TITLE	Annual Evaluation Report Title I Programs in State Institutions for Neglected and Delinquent Children.
INSTITUTION	Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE	Nov 69
NOTE	71p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$3.65
DESCRIPTORS	*Delinquent Rehabilitation, *Evaluation, Inservice Education, Institutional Administration, Institutionalized (Persons), *Institutions, Measurement, Parent Participation, *Program Content, *Program Effectiveness

ABSTRACT

Iowa has four state institutions organized so that each one handles differing categories of neglected and delinquent youth. This booklet is the annual evaluation report which covers all four of the institutions. The first part of the booklet covers the state operation and services in general, and the major problem areas. Part Two covers each institution separately. The topics included for each institution are: (1) general program effectiveness; (2) objective measurements; (3) subjective evaluations; (4) in-service education; (5) cooperation with other agencies; and (6) parental involvement (listed for only two of the institutions). (KJ)

ED041324

1269P-1084TI

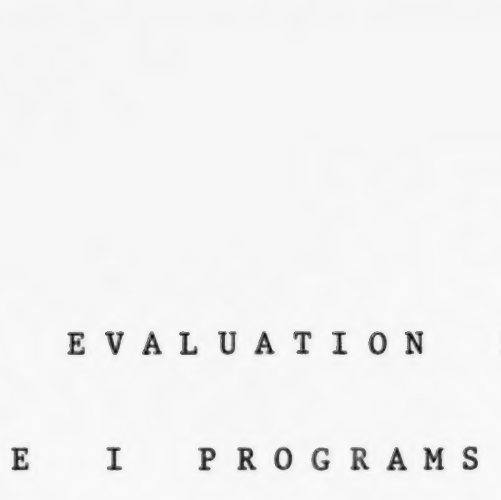
N-SG

CG

ANNUAL EVALUATION REPORT

TITLE I PROGRAMS IN STATE INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN

Title I of Public Law 89-10
The Elementary and Secondary Education Act of 1965



U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

State of Iowa, Department of Public Instruction, November, 1969

FISCAL YEAR 1969
SCHOOL YEAR 1968-69

CG 005 658

ED041324

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Grimes State Office Building
Des Moines, Iowa 50319

STATE BOARD OF PUBLIC INSTRUCTION

LESTER D. MENKE	Calumet (President)
JOHN D. WARIN	Maloy (Vice President)
MRS. RICHARD G. COLE.	Decorah
RICHARD H. DELANEY.	Burlington
DR. JACK D. FICKEL.	Red Oak
NOLDEN GENTRY	Des Moines
MRS. VIRGIL E. SHEPARD. . . .	Allison
MRS. EARL G. SIEVERS.	Avoca
DR. JAMES M. WALTER	Ames

DEPARTMENT OF PUBLIC INSTRUCTION

Administration

PAUL F. JOHNSTON.	Superintendent of Public Instruction and Executive Officer of the State Board of Public Instruction
DAVID H. BECHTEL.	Administrative Assistant
W. T. EDGREN.	Assistant Superintendent, Administration
L. N. JENSEN.	Assistant Superintendent, Instruction
WILLIAM M. BALEY.	Assistant Superintendent, Area Schools

Prepared by:

Title I Unit
Pupil Personnel Services Branch
Drexel D. Lange, Associate Superintendent
R. F. Van Dyke, Chief, Title I
James F. Bottenfield, Program Evaluator, Title I

A N N U A L E V A L U A T I O N R E P O R T

NEGLECTED AND DELINQUENT CHILDREN IN INSTITUTIONS

F I S C A L Y E A R 1 9 6 9

(School Year 1968-69)

T I T L E I , P U B L I C L A W 8 9 - 1 0

C O N T E N T S

	Page
INTRODUCTION	i
PART I	1
I. State Operation and Services	1
II. Major Problem Areas	3
PART II	5
Iowa Training School for Boys	
I. General Program Effectiveness	5
II. Objective Measurements	13
III. Subjective Evaluations	21
IV. In-Service Education	32
V. Cooperation With Other Agencies	33
VI. Parental Involvement	33
Iowa State Juvenile Home	
I. General Program Effectiveness	41
II. Objective Measurements	42
III. Subjective Evaluations	43
IV. In-Service Education	44
V. Cooperation With Other Agencies	45
Iowa Annie Wittenmyer Home	
I. General Program Effectiveness	46
II. Objective Measurements	57
III. Subjective Evaluations	58
IV. In-Service Education	58
V. Cooperation With Other Agencies	59
Iowa Training School for Girls	
I. General Program Effectiveness	60
II. Objective Measurements	64
III. Subjective Evaluations	65
IV. In-Service Education	66
V. Cooperation With Other Agencies	67
VI. Involving Parents in Over-all Programs	67

INTRODUCTION

Iowa has four State institutions for care of the neglected and delinquent youth. These four institutions are organized so that each one handles differing categories of neglected and delinquent youth. The institutions and their categorical breakdowns are as follows:

Iowa Annie Wittenmyer Home - neglected and orphaned children

State Juvenile Home - older neglected and adjudicated delinquent children

Girls Training School - teen-age adjudicated delinquent girls

Iowa Training School for Boys - teen-age adjudicated delinquent boys.

PART I

Name of State Agency - Iowa Department of Social Services
Bureau of Family & Children's Services

Name of Authorized Representative - Mr. Kevin J. Burns, Director
Bureau of Family & Children's Services

I. STATE OPERATION AND SERVICES

A. Program Development

The four state institutions for delinquent and neglected children are responsible to the Bureau of Family and Children's Services within the Iowa Department of Social Services. The Bureau, through its Division of Institutional Services, provides overall direction to the institutions and coordination among the institutions. The Division does not have a Director at the present time. The Associate Bureau Director is assuming the institutional responsibilities.

The Bureau also coordinates its institutional services with the Office of Field Operations, to assure continuity of services to the children returning to the community from the institutions.

The specifics of program development are worked out cooperatively between the Bureau and each institution with the superintendents having responsibility for the day-to-day program operation.

B. Program Approval and Implementation

All new programs or program changes within the institutions must have the approval of the Bureau Director before they can be implemented.

The specifics of program implementation are the responsibility of each institutional superintendent. He has the responsibility of pulling together, those resources available to him within the institution or available to him from outside the institution to meet established program goals.

C. Program Evaluation

Evaluation of the institutions' programs by the Bureau is made through monthly reporting and regular visits to the institutions by Bureau staff.

In special situations or in highly specialized parts of the total institutional program, specialists within the Department or other Departments of Government are called upon to assist in the evaluations. These specialists cover areas such as: social work, psychology, education, medicine, staff training, nutrition and others.

D. Program Dissemination

Interpretation of institutional programs is a continuing responsibility of all staff. Since all our referrals come from other public or private social agencies and courts much interpretation of programs to these agencies is handled by social service staff located in the local communities. The Department of Social Services has an office of public information which assists in the preparation of news releases, television and radio programs, and special reports. This latter communication is

aimed primarily at the general public to promote a better understanding and support of the Department's programs. There are many persons within the Bureau and the total Department who have responsibilities for the above activities. Some of the individuals spend most of their time in these activities while others spend only some of their time. The following is a list of the major persons within the Department involved in the above activities.

1. James Gillman, Commissioner of Social Services
2. Kevin J. Burns, Director, Bureau of Family & Children's Services
3. Harold Templeman, Associate Director, Bureau of Family & Children's Services
4. LaVon Hameister, Chief, Division of State Development and Training
5. Elmer M. Smith, M.D., Director of Medical Services
6. Dale Buhl, Public Information Officer

II. MAJOR PROBLEM AREAS

The major problem area faced by all four children's institutions deals with increased severity and complexity of problems presented by the children who are received for care. Children now being referred to the institutions more and more tend to be children who are socially or culturally deprived, who have special behavior problems, who are brain damaged, who have moderate to severe emotional problems and who need special remedial education. As a result, all program areas within the institutions have to be strengthened considerably. These program areas include psychiatric services, social services,

medical services, educational services and psychological services. The educational programs are having to be aimed more in the area of "special remedial education" so that the highly individualized needs of the children can be served. While at one time, our educational programs closely resembled the usual public school program, they are now almost entirely "special remedial education" programs.

PART II

Re: Project Number 559D
Iowa Training School for Boys, Eldora, Iowa
Thomas N. Reiber

I. GENERAL PROGRAM EFFECTIVENESS

A. Activities and Services Provided

1. Parental and Family Involvement in the Problems of the Delinquent Child.

This activity is concerned with institutionalized delinquent boys and their families. The criteria for the selection of participants in this activity requires that the index boy be a member of a family unit for at least one year immediately prior to his commitment to the custody of the Training School.

For the purposes of the project, family is defined as the unit comprising at least one natural parent of the index boy and all children in the parental residence.

Ultimately all families of boys committed to the Training School should be eligible for family therapy; due to the limitations of time and funds this project was limited to twenty-five cases. They were selected without regard to the nature of delinquent acts, location of residence within the state, race, socio-economic level or intelligence.

The project began with the families of twenty-five boys who had been residents in the Institution for

for thirty days or less. The cases were randomly selected on the basis of the alphabetical order in which they were filed. The filing system is maintained in alphabetical order. Beginning with "A" in the files each case will be matched against the selection criteria described above until the prescribed number of cases are filled.

A basic assumption of this project is that boys committed to the Training School do not have problems in a vacuum, but are the identifiers of families with problems. Another assumption, based upon experience, is that parents and siblings do not react emotionally to a boy's removal to the Training School. With patience, support and sensitivity to these feelings, "contact" with the family may be made.

Obviously, contact cannot be coerced but must be developed upon principles of relationship. Even the most active reaching out implies "moral suasion" rather than force. There are no legal means by which parents can be held to account for the actions of their children or forced to participate in their rehabilitation. No attempt was made, in this project, to exercise any type of coercion. Were such means constitutional and available the project would consider them a hindrance

rather than an asset. Delinquent behavior, although legally defined, springs in most cases from psycho-social factors so far as we now know; the means of "correction" then lie in responsiveness to the basic needs of the clients.

In considering the steps to be taken to involve a given family in treatment in this project it should be kept in mind that eighty percent of the families were coming to the Training School during the first two weeks of a boy's stay. During these interviews the family treatment program was discussed in general terms; it was indicated that the family may be subsequently invited to return for additional discussions about its boy. Thus, the interview provided a picture of the family's receptivity, motivation, and resistances to further contact.

The subsequent procedure was to contact the project families by letter or telephone if it was estimated they would be reasonably cooperative. In other instances, because of the resistance (demonstrated or anticipated) of the family, their lack of means of transportation or other considerations, the initial contacts were made through field visits coordinated by telephone whenever possible.

In some cases the parents would initially refuse to

come to the Training School. They were sensitively sought out on their "own ground," on their own terms, and at their own time; their intense hostility would have to be absorbed for a number of hours. In a limited number of cases their rejection of the boy and of offered involvement were total and irrevocable.

Regardless of the procedural means of initial contact with families certain basic principles of approach prevailed throughout:

a. The "reaching out" was genuinely supportive, non-judgmental and non-punitive.

b. The family's alliance as responsible "partners" with the staff team on behalf of the boy was sought.

c. The initial sessions were vital in establishing trust and hope; these qualities were patiently nurtured.

d. The initial meetings were discussion sessions and were not labeled or referred to as "therapy" which might have been regarded as assaultive by family members.

e. With all but those few families who were highly motivated to search out points of failure (and who were easily

reached to examine themselves and submit to such a device as a structured interview) contact was but achieved by initially focusing on the index boy and his problems. Although this prolonged his status as the "identified patient," it was less intrusive and threatening to other family members.

f. With continued discussions of the boy's problems, the family attitudes toward one another eventually emerge.

g. To the extent that the therapists are perceived as non-threatening and supportively responsive to individual basic needs, defensiveness is decreased. The focus is then slowly shifted from the index boy to intra-family tensions as well as to individuals other than the index boy.

Contact with these families may remain tenuous for some time and considerable activity may be required by the therapist to hold some families in discussions. This activity may consist of meeting families more frequently, journeying to their home, arranging evening or weekend hours, providing transportation, even room and board. Beyond this

phase the treatment procedures are not novel, but are based upon systems practiced by other workers.

A treatment team of three (one full-time and two part-time) proceeds in the following steps as a relationship with the family group is established.

a. The "analytical" phase in which the team gains a "picture" of the family patterns of interaction;
b. having gained a picture of the family system the team identifies the dysfunctional areas and makes them explicit, first to its own members and then;
c. to the family which is helped to develop more adequate ways of relating and interacting.

In these steps the team serves in three therapeutic roles:

a. a mirror of interaction;
b. communication model;
c. a resource agent.

Generally, families who lived a great distance away or who have real problems in arranging for a series of two-hour meetings were scheduled for two full days (following the multiple impact therapy model). The number of two-day sessions ranged from one to six.

Families of more flexible circumstances were usually scheduled for a series of two-hour meetings. This series ranged from ten to thirty-five sessions depending upon treatment needs and mutual agreement.

The two-hour treatment sessions were divided into three sections. In Section I the family and team met for thirty to forty minutes. In Section II the group divides with one therapist going for a separate interview with the father, another with the mother, and the third with the children. During Section III the entire group reconvenes for about forty-five minutes.

2. Basic Electricity and Electronics Training
3. Continuing Educational Services (Interium teachers)
4. Reduction of Class Size and Individual Curriculum Programming.

B. For grades seven through twelve the project activities that were most effective were:
   1. Parental and Family Involvement in the Problems of the Delinquent Child.
   2. Reduction of Class size and Individual Curriculum Programming.

C. The greatest need of children residing in institutions for neglected or delinquent children is to receive much

more than the normal care functions (food, clothing, supervision, and shelter) that an institutional setting offers. They need to receive individualized treatment which can, in the broadest sense of the word, be defined as "involvement." Many such children, and particularly delinquents, lack the insight that allows one to realize that life is based on one's interpersonal relationships and involvement with people within the family and social structures of his environment. Treatment, which has many forms including education, vocational training, counseling, and family living, offers a child the opportunity to become involved with and develop relationships with other people--particularly adult authority figures.

Both the self-contained classroom concept and the lower teacher-pupil ratio facilitates the development of meaningful relationships as well as the human involvement within the classroom setting. Since significant learning occurs from the involvement of the teacher with his pupils, the lower the teacher-pupil ratio the more opportunity for involvement and individualization of instruction in the learning process. In other words, students do not learn from a book--they learn from their involvement with the teacher in an experience which may or may not have been printed in a book. Similarly, teachers do not teach subjects--they teach people. By reducing the number of people within the classroom

(especially in the educational programming for institutionalized delinquents) the teacher is able to develop a degree of individual involvement with each child rather than teach from books or teach a subject.

D. The information on recidivism is as follows:

1. Total number committed during the year-----514
2. Of those committed, number recommitted-----162
3. Of those recommitted, number returned as parole violators----------152

E. The number of recommitals and parole violators have not changed appreciably during the past two years. A major change has been felt in the total number of boys coming into the School. This change is attributed to intensified services and efforts in the community prevention of delinquency patterns. Many of these services have been developed around concepts which were originated and tested at the Boys Training School and in turn were modified for use in the communities. However, this means that the boys received by the Training School are more steeped in delinquent tendencies, on the average, than those received in past years.

II. OBJECTIVE MEASUREMENTS

A. The test results, although limited, do reveal significant progress in the children who become involved in a classroom situation with a lower teacher-pupil ratio and

featuring individualized instruction made possible through a self-contained classroom. Since one can expect an average rate of progress by exposure to a learning situation regardless of class size, we can identify progress, which surpasses the normal rate of achievement, in classrooms where it is possible to develop a teacher-pupil relationship based on individual involvement in the educational process.

STATISTICAL EVALUATION REPORT BASED ON STANFORD ACHIEVEMENT TEST SCORES

As an effort to ascertain the changes in academic achievement during a boy's involvement in the educational program at the Iowa Training School for Boys, a test-retest study of twenty-nine boys was initiated. All boys admitted to the Training School are administered the Stanford Achievement Test as well as an individual intelligence test (WISC or WAIS) during their first two weeks at a diagnostic center. Thirty-nine boys, selected randomly, were administered an equivalent form of the Stanford Achievement Test at the time of the release from the Institution. Their median length of stay was five months, although the range was from less than three months to more than twelve months.

Prior to an examination of the statistics, the following limitations of this study should be noted:

1. Upon admission to the Training School, the boys were tested during their first two weeks' residence.

Their emotional state, other personal and psychological factors, and level of motivation are all factors that have an uncalculated impact upon the testee and his test scores.

2. Equally significant is the emotional state of a boy at the time of his retesting, which was completed during his final week of residence at the Institution. Once again, anxiety level and level of motivation must be considered.

3. This study is also limited by the fact that a central group was not included for the purposes of comparison with the experimental test group.

4. The statistics of this study are of a basic nature. Neither mean scores nor the significance of the difference between mean scores were computed.

5. For this initial statistical study, no effort was made to control the variable involved in the study or the group being studied. The group was not selective in regard to age, grade, delinquency rating, level of intelligence, method of instructional exposure, etc.

6. Only the five sub-tests of the Stanford Achievement Test were used for comparison. The sub-tests

are: paragraph meaning, word meaning, spelling, arithmetic reasoning, and study skills.

7. The retests were administered periodically and randomly throughout the school year.

8. The study is also limited by the general limitations of the achievement test selected for the study.

STANFORD TEST SCORE RESULTS
(July, 1969)

N=29 (1 H.S. Battery excluded from the analysis.)

Number of boys who declined from 1st test to 2nd test*

# Of Program Areas	# Of Boys	$\bar{X}$ IQ
0	11	102.9
1	10	103.6
2	5	97.2
3	2	102.5
4	0	-----
5	1	93.0
	29	

*Note: in this analysis only scores which declined from 1st test to 2nd test are considered.

Average improvement shown by program area...11 boys, 0 declines.

Program Area	1st Test	2nd Test	Change
paragraph meaning	7.45	9.88	+ 2.43
word meaning	8.05	9.47	+ 1.43
spelling	7.01	8.35	+ 1.34
arithmetic reasoning	6.94	8.48	+ 1.54
study skills	6.53	8.15	+ 1.62

Average improvement shown by program area...10 boys, 1 decline.

Program Area	1st Test	2nd Test	Change
paragraph meaning (0)**	7.23	9.48	+ 2.25
word meaning (2)	8.20	8.90	+ 0.70
spelling (1)	7.38	8.30	+ 0.92
arithmetic reasoning (4)	7.78	8.61	+ 0.83
study skills (3)	7.05	7.76	+ 0.71

**Note: # of boys showing decline.

Intelligence and improvement...boys above median (x IQ = 102)

Program Area	1st Test	2nd Test	Change
paragraph meaning	8.18	10.60	+ 2.42
word meaning	9.21	9.90	+ 0.69
spelling	8.01	9.03	+ 1.02
arithmetic reasoning	8.54	9.62	+ 1.08
study skills	8.03	8.82	+ 0.79
All Programs N=14	8.39	9.59	+ 1.20

Intelligence and improvement...boys below median
(x IQ = 102)

Program Area	1st Test	2nd Test	Change
paragraph meaning	6.32	7.93	+ 1.61
word meaning	6.74	7.66	+ 0.92
spelling	6.78	7.57	+ 0.79
arithmetic reasoning	6.76	7.10	+ 0.34
study skills	5.46	6.96	+ 1.50
All Programs N=14	6.41	7.44	+ 1.03

Grade level and improvement

7th grade (N=3)

Program Area	1st Test	2nd Test	Change
paragraph meaning	6.60	8.07	+ 1.47
word meaning	8.33	9.10	+ 0.77
spelling	7.77	8.00	+ 0.23
arithmetic reasoning	5.53	7.70	+ 2.17
study skills	6.13	6.87	+ 0.74

8th grade (N=9)

Program Area	1st Test	2nd Test	Change
paragraph meaning	6.69	8.79	+ 2.10
word meaning	6.94	7.71	+ 0.77
spelling	6.51	7.32	+ 0.81
arithmetic reasoning	6.68	7.12	+ 0.44
study skills	5.42	6.74	+ 1.32

9th grade (N=12)

Program Area	1st Test	2nd Test	Change
paragraph meaning	7.77	9.88	+ 2.11
word meaning	8.63	9.41	+ 0.78
spelling	7.88	9.08	+ 1.20
arithmetic reasoning	8.53	9.40	+ 0.87
study skills	7.70	8.89	+ 1.19

10th grade (N=3)

Program Area	1st Test	2nd Test	Change
paragraph meaning	7.13	9.97	+ 2.84
word meaning	8.73	9.47	+ 0.74
spelling	7.90	8.67	+ 0.77
arithmetic reasoning	9.47	9.33	+ 0.14
study skills	8.27	9.03	+ 0.76

11th grade (N=2)

Program Area	1st Test	2nd Test	Change
paragraph meaning	8.95	9.20	+ 0.25
word meaning	8.10	8.90	+ 0.80
spelling	7.35	8.05	+ 0.70
arithmetic reasoning	6.25	7.25	+ 1.00
study skills	5.00	5.90	+ 0.90

Junior High (7 & 8) (N=12)

Program Area	1st Test	2nd Test	Change
paragraph meaning	6.67	8.61	+ 1.94
word meaning	7.29	8.06	+ 0.77
spelling	6.83	7.49	+ 0.66
arithmetic reasoning	6.39	7.27	+ 0.88
study skills	5.60	6.78	+ 1.18
All Programs	6.56	7.64	+ 1.08

Senior High (9, 10 & 11) (N=17)

Program Area	1st Test	2nd Test	Change
paragraph meaning	7.79	9.82	+ 2.03
word meaning	8.58	9.36	+ 0.78
spelling	7.82	8.89	+ 1.07
arithmetic reasoning	8.43	9.14	+ 0.71
study skills	7.48	8.56	+ 1.08
All Programs	8.02	9.15	+ 1.13

Addendum: statistical analysis...
intelligence and improvement

Equation: $\frac{\text{improvement***}}{\text{\# of weeks between tests}}$ = index of change

***improvement = (Form J) - (Form K)

Index of change = rate of change

Intelligence and improvement...using equation
boys above median ($\bar{X}$ = 102 IQ) : .2331
boys below median : .2951

Findings: there is no significant difference between boys above the median and boys below the median with respect to improvement. $P > .05$.

A 2nd analysis...

H_o: The higher the IQ, the greater the improvement from 1st to 2nd test.

Spearman R = .2578 The "t" is 2.637.
The "t" value is significant at the .05 level, hence H_o is accepted. For this sample there is an association between intelligence and improvement from 1st test to 2nd test.

Our objective measurement of achievement has been basically limited to the statistical information outline given above. However, future objective data is anticipated by comparing achievement of students prior to their admission to the institution with the achievement revealed by testing at the time of their release from the institution. This can be accomplished by using the ITED or ITBS test results obtained from a student's public school transcript and comparing these scores with the scores obtained from an equivalent form of the test given during the student's orientation to the institution. The achievement gains revealed by this testing can be compared with the gains identified from the third test given at the time of release from the institution.

This project could provide valuable insight regarding the achievement rates with a small class size compared to the larger class size found in most public schools today.

B. Teacher Developed Tests

Strange as it may seem to traditional education policy, we find that the need for teacher developed achievement tests is overwhelmingly reduced and at times unnecessary. The reduced class size does not require evaluation to become separate from or a

distinct phase of the learning process. Evaluation and consequently progress is an ongoing and daily result of the interaction which occurs within the classroom structure. Other tools become available as a means of charting progress--tools such as the individual conference and open discussion of concepts relevant to the subject being analyzed. Right and wrong answers become unimportant--but it becomes important to form an opinion and ask questions and arrive at solutions or conclusions.

III. SUBJECTIVE EVALUATIONS

One basic measure, which is often overlooked, is the acceptance of the lower class size and individualization of instruction by the students. They respect and identify with the program because they openly recognize that more needs are being satisfied and they have experienced a completely different education situation as compared to the usually negative educational experience which is so common in their past.

Another subject measure is the acceptance of the program by the public schools to which the children will return. Many are attempting to employ the same concepts in working with children who cannot or will not adequately adjust to the traditional classroom environment.

A third and equally important aspect is the acceptance of the program by the teachers as indicated by the responses which follow.

TEACHER I - THE SELF-CONTAINED CLASSROOM

"The self-contained classroom at Iowa Training School can be examined from the point of view of the teacher, the pupil, the clinical staff and the school to which the boy will return. Because these various elements differ on some points of a classroom, I will attempt to give some of each faction's point of view.

"The classroom as it exists now with a small number of pupils does allow a teacher to individualize for each boy so his credits in subjects will follow the program of the community school. This does demand that a teacher be well-versed in many areas and develop many courses for his classroom.

"In a self-contained classroom a boy can work on some subjects at his own pace. This helps the slower student because he does not become frustrated to the point that his hatred for school mounts. The instructor can explain things over and over until the boy grasps it. Also, this setting allows a teacher to concentrate more heavily on the boy's weaker areas.

"The brighter student can do programmed learning so he is not held back in any area. By allowing this a boy can

cover more material. This also permits a boy to straighten out failures and return to his community school at a definite grade level.

"The teacher can also foster group competition when he sees that the boy is capable of handling it. However, if it appears the boy is too unstable to compete within a group, the instructor can promote competition in such a way that the boy is competing with himself. Either method should foster an eagerness in each individual boy.

"Motivation techniques for each boy vary and in a small classroom the teacher can use trial and error to find the best method. This information is given to the school system to which he returns.

"It is possible for a teacher to allow a boy to bolster his ego by permitting him to work all day on one subject at which he is successful. The boy finds acceptance and does become more willing to attempt other areas.

"In such a setting as the self-contained classroom, the teacher can allow a boy to act-out to some extent until the boy is sick of himself and wants to accept responsibility. When the boy is ready he should be able to relate to teacher authority as the instructor can help the boy by consistently working on one area of behavior until the boy is able to handle it himself.

"The instructor, by working with a boy all day, can observe his behavior and obtain a more complete picture of the boy's difficulties. Therefore, with concentration on an area the teacher can observe and give the cottage director a more detailed report on progress.

"The self-contained classroom makes it more feasible for group work to be carried on as the boys are more knowledgeable of each others behavior. This also contributes to their basic honesty with each other.

"There are some disadvantages for an instructor in this institution. None of us are educated to teach in all four core areas and it does take a great deal of work to cope with several boys in different subjects in one core area, i.e. social studies which could include American history, introduction to social studies, world history or world geography. Personally, I have broadened my scope of knowledge and this has been enjoyable even though the work has been heavy.

"The boy may have some difficulty in adjusting to a greater number of teachers when he returns to the community school. However, in the institution he deals with many figures of authority with various personalities and educational levels. He is also exposed to facing his difficulties with his teacher as there is no escape to another classroom after one hour.

"I look forward to the time when there are only five or six boys in a classroom so the boys' needs in the academic, social and rehabilitation fields may be met more fully."

TEACHER II - A SELF-CONTAINED CLASSROOM: UNGRADED JUNIOR HIGH

"In this classroom are primarily seventh and eighth graders, plus occasional fifth, sixth or ninth grade students. Here they receive their instruction in the four basic subjects--science, math, language arts, and social studies. This is a real challenge because the teacher has the responsibility of being proficient in each area of teaching in the self-contained classroom. The boys leave the classroom only for their arts & crafts class which is held each day and their physical education class which meets three times a week.

"It has been possible to maintain a desirable class size, eight to ten, so it is possible to know each boy, individualize his academic program, understand his problems as a "learner," and to try to supply his individual needs (sense of security, freedom from tension, courtesy, resourcefulness, sense of accomplishment, and solving problems that detract from his social recognition.)

"To know each boy means to become acquainted with him personally and through a study of the cumulative file of his case history. This gives an insight to strengths,

weaknesses, feelings, behavior patterns, needs, and goals. Day-to-day observations are invaluable--also friendly visits and discussions.

"To individualize a boy's academic program means to design his instruction to meet his needs. Reading, writing, spelling, and math deficiencies are prevalent. The first objective is to find what a boy is capable of doing, then take it from there to lead him to greater personal achievement. This seems to act as a motivating force and leads to academic improvement. It is a combination of fitting the program to the boy, but also there are times when the boy must be flexible and fit himself to this program.

"To discover and understand a student's problems as a 'learner' is not always easy. Overt and covert actions, emotional problems, learning 'blocks' and educational retardation come to light through individual help, tutoring, guidance, blackboard drills, and daily observation experiences.

"To try to supply a boy's needs means not only academically, but also socially and emotionally. Fortunately, through out close association with a cottage team and participating in small group and community meetings, our vision of a boy is enlarged. We see his interpersonal relationships with other staff members and his peers. We become involved . . . . . we are concerned . . . . .

we want to help!

"I love teaching a group in a self-contained classroom!"

TEACHER III - HEALTH CENTER SPECIAL EDUCATION PROGRAM

Objectives:

1. Provide staff-directed activities for the permanent Health Center population.
2. Correct behavior problems that have necessitated the placement of the student in a more structured program.
3. Provide academic aid to those students that are behaviorally able to accept classroom guidance and those that are assigned to our unit for extensive periods of time due to the seriousness of their offense or the need of a more structured security setting.

This program encompasses three areas: recreation (described later in report), arts & crafts, and classroom instruction.

The arts & crafts section has been tailored to meet the needs and abilities of the individual. The projects are varied (ceramics, mosaic, leather and copper tooling, decoupage, creative art and plaster of paris). Good work habits as well as artistic skills are encouraged in the shop program.

At times therapy for behavioral problems limits our academic program. We feel a boy must learn to follow directions and conduct himself in a manner so as not to detract from an atmosphere that is conducive to learning.

Boys normally respond behaviorally to our program within two to four weeks. At this time we initiate a general acadmeic program that consists of short encapsulated units. We try to work with the areas of education in which each student has problems. The material covered in our program is such that it can be readily adapted to programs as the students are released from the Health Center.

Programs for the "long term" student vary from the normal schedule. Individual study programs are set up in accordance with the needs of the student.

In setting up an individual study program, the following factors determine the content: present skills, retarded areas, academic strengths, courses needed for classroom credit, and ability of student.

Cooper Hospital Special Education Program Objectives:

1. Socialization of low ability, low performance groups.
2. Teaching of independent living techniques.
3. Encouragement of positive group behavior.
4. Maintenance of present academic skills.
5. Teaching of new skills.

6. Increasing attention span and ability to follow directions.

This program is approximately one month old. It is designed to try to relieve the tensions that this "low" ability group manufacture. Emphasis is not placed upon production in a set amount of time, but rather upon completion of tasks in a satisfactory manner.

We are attempting to provide reading aid for the non or poor readers. Currently we are stressing phonics. At the present time three boys fall into this classification and are receiving one-to-one help with their reading problems.

Classroom material evolves around concrete, useful topics that the boys can see a definite need for studying. Grooming, personal hygiene, manners, job hunting, cooking, budgeting of time and money, and letter writing are some of the lessons dealt with.

In an attempt to eliminate the "average" classroom atmosphere that has failed with these boys, we have tried to keep the class material varied and are experimenting with many different methods of presenting lessons. Boys who exhibit this lack of socialization, but have the need for a more academically oriented experience are required to perform in the areas of math, science, English, and social studies in addition to the aforementioned tasks.

Fundamentals of math are taught to all boys, regardless of acadmeic level. Recreation for this group is handled by non-special education staff. Physical education classes are held daily for these boys. Due to the fact that recreation is handled outside of the special education program, p. e. classes consist of physical fitness type activities.

Recreation Program Objectives:

1. To instill feelings of worth and success.
2. To give the participants a group to which they feel they belong.
3. To give the students some athletic skills so they may be able to identify with groups other than those within the delinquent sub-culture when they leave.
4. To promote activities where teamwork is a necessity.
5. Teach the importance personal health and grooming has.

Since the inception of the program it has been a very popular activity. Though failing to produce any immediate success in terms of wins and losses, the boys were able to participate in a non-delinquent activity and enjoy it.

The Health Center has been able to compete in the following sports: boxing, wrestling, basketball, swimming, touch football, volleyball, softball and track and field.

P. E. classes consist of the teaching and application of fundamentals of seasonal sports and health.

Summary of the report:

Since this program has been in effect, 120 boys have been treated. Of these, eight have been returned to the Health Center for further treatment; 32 boys have received academic classroom credit, 5 have received eighth grade diplomas, two have finished high school; 15 have completed high school equivalent, and 6 OJT certificates have been given.

Conclusions about the success based on subjective data.

1. By reducing the class size and individualizing the educational program to meet the academic as well as social and emotional needs of children, it has been concluded that students are able to benefit from a more personal involvement in the educational process. Many institutionalized children (delinquents) have had little success experiences in school, and generally have been unable to develop healthy relationships with teachers or other authority figures. A reduced class size (8:1 or less) brings education back on a personal basis and allows for growth of the whole person rather than intellect only.

2. Students approach education with more enthusiasm and interest because of the attention and reinforcement offered by a teacher who is not handicapped by working with sheer numbers. Incidents of discipline and

anti-social behavior; as ascertained by the number of referrals, has been markedly reduced in the classrooms. This is especially significant since most of the delinquent children have extensive records of inadequate social behavior at school, poor attendance, and poor achievement.

3. Individualization of education has made learning more meaningful for the individual student--a feat that is possible only with smaller groups. Students can work with the teacher in developing a realistic plan of study designed to meet the student at his current level of achievement in the various subject areas.

IV. IN-SERVICE EDUCATION

Since in-service training for the staff is already a comprehensive program which is built into the day-to-day activities, no special attempts were made to use Title I funds in this manner.

There are regularly scheduled, three-hour meetings each week for the staff in which the entire training school program received attention. In addition, whenever an outside agency has state or national meetings members of the staff attend.

V. COOPERATION WITH OTHER AGENCIES

As previously stated, the teachers have been confronted with a new and hopeful experience--working with children rather than teaching subjects. Their attitude is overwhelmingly positive and they realize that they are only limited by their own imagination and creativeness. They respect the value of reducing the class number and accept the challenge imposed by the individualization of their students' educational programs.

The attitudinal change on the part of the communities from which delinquent children come is most astounding. In past years local communities and local school systems viewed education within an institution as inferior and inadequate. This would often offer them many fine excuses for not accepting a student into their system following his release from the institution.

However, recent contacts with various community agencies, including schools, have revealed that our program of small groups involved in individualized instruction has not only been accepted but is also being practiced--especially with students who cannot fit into the traditional educational programs.

VI. PARENTAL INVOLVEMENT

A. The Team Approach

We are using the Multiple Impact Therapy With Families

approach to family therapy. This is a team approach which generally involves between 3 to 5 staff members. At first this number of staff members might overwhelm the family, but it appears that it has not and has worked quite effectively for us. We have found that by splitting up into groups we are more able to find out some of the family's dynamics. Differing opinions about the family situation adds more insight and more possibilities for change when presented to the family. Besides affording the team a more valid judgment of the family, the team is important to each other in that they help evaluate individual reactions to family members. At the present time two staff members share the major responsibilities for doing recording of information gained in family sessions. We hope that when we relocate the central location of recording equipment, we will facilitate our effort to make reports about family sessions a team affair. We believe it would not only be advantageous to us in doing this because of the less work this will be for the family therapists, but also because this can serve as a means whereby we can evaluate what was accomplished in respect to what we intended to accomplish.

B. Family Therapy (an overview)

Family response to meeting with us is much better than anticipated. Of all the families referred by cottage directors and health center counselors none have

refused to participate. We feel that we have not had to resort to pressure techniques to get families to come here. We know that for most families coming up here for a day is a financial hardship. Also, many families do not have an automobile that is in condition to make such a long trip without risk of breakdown. It seems that for many families the Training School strikes them as a dark and mysterious place. During the Family Therapy process they receive a good deal more information about the program here. This sharing of information must be relieving to them.

Family response when meeting with us varies a great deal. Usually we find that the response of different family members also varies. We encounter families that eagerly respond to our request to involve them in meeting with a team of our staff members. Some of these families do so out of desperation in unsatisfactory marital and/or interfamilial relationships. Typically, these families express their difficulties they have had with their boy now in residence up here. Other families come to us just as they have turned willingly to other public agencies; when their children have acted out in public in such a manner to give officials concern about the parental adequacies at home. One such family comes to us at a time when their son, age 17, is in treatment at ITSB, two other sons, ages 13 and 12, are on probation, and two daughters, ages

11 and 10, have been arrested and have juvenile court records. With this family, work needs to be done to unite the parents in their efforts to set controls and expectations for their children.

We find some family members extremely defensive about inadequacy feelings due to failures in raising their children and/or because of doubts of personal adequacy. Oftentimes there is either confusion, competition, neglect, or hesitancy on the part of the parents in performing their roles.

We also have a high incidence of parents who come to us for therapy who either state initially or find out through the course of therapy that they are relating to their spouses and families in a fashion similar to that of their parent of the same sex. For many of these parents this discovery is very discomforting because they often also express dissatisfaction with their growing up experiences. One such mother tearfully reported to us during a session that she found herself sounding harsh, hard to get along with, nagging and not pleasing. These were the same things she disliked about her mother and now she was behaving just like her. This mother was able to accept the team's belief that the reasons for the way she is, are not because she doesn't want to be a good mother and wife, but rather because of the family system in which she grew up. With this

support, this mother with her husband's and family's help, was able to find ways in which she could be a more pleasing person. It is likely that now she will get more satisfaction out of life and do better in assisting in the family's developmental process.

We entered into working with families with the conception that the typical family we would deal with would be one in which the father would be passive, the mother aggressive and in charge, and the children out of control because of role reversals, difficulties in decision making, etc. We have not found that the families we deal with are typically this type, although we have found such families. The families we deal with present a wide range of leadership systems. They range from the family in which no member is willing to exercise leadership on the one extreme (The "I don't care," "What do you want" family). The other extreme is the family in which the father demands submission to, and recognition of, his role as authority figure.

The work we do with each individual family varies greatly by family type. However, some general goals apply to all. One such goal is that we be able to gain enough information about family characteristics to type them by the diagnostic system. Another goal is to share this information about how we see the family with the family.

One general goal may be viewed as an effort to release the children, not only our ward, from misfunctioning family relationships. This involves stimulating interaction between parents. Sometimes this interaction is in terms of getting a united front in dealing with the child. Sometimes it is getting the parents interested in things other than the child. Sometimes it is getting the parents reinvolved with each other. We seek to stimulate romantic involvement between the parents. Always, we find we must help parents and children to express feelings that have developed because of unsatisfying relationships. The team approach has contributed greatly in allowing feelings to be expressed. Ways that we have fostered the expression of feelings include: our own frank expression of feeling, and giving stated and unstated support in expressing all feelings rather than certain feelings or acceptable feelings. We believe that all the families we have dealt with have had a resulting chance to find out some new things about the family as a unit, and about its members. Likewise we believe that this new knowledge can result in changes in family functioning. We give support to the types of changes we see as advantageous. The job of implementing these changes is left up to the family.

1. Effectiveness of Family Therapy

It is difficult to evaluate the "success" of therapy.

One means of evaluating this "success" would be through assessing cottage directors' and health center counselors' reactions to the Family Therapy sessions they have been involved in. Such an evaluation, however, would only give us statements of examples of things that happened during the Family Therapy process which excited them. Perhaps we would gain impressions about how results of Family Therapy had contributed directly or indirectly to changes in a boy's behavior here at ITSB. Certainly cottage directors and health center counselors would state that involvement in the Family Therapy program contributed greatly in their abilities to understand and relate to a boy because of the understanding gained about the family from which he came.

Perhaps in one sense it is good that we have such a difficulty in assessing the changes families have been able to make as a reuslt of Family Therapy. The result of the situation we are in enables us to place emphasis on what the families are doing rather than what we are doing. The family therapist cannot allow himself to think that he is the greatest influence on family functioning. He sees families in a very limited perspective and it is easy for him to expect the family to make rapid changes in behavior and patterns. Also, it will be detrimental for the family therapists to believe

that they know more about the family than the family itself.

Four of the boys whose families we worked with in Family Therapy are now on placement. I don't believe that with any of these boys the Family Therapy team was entirely satisfied with the things that had been accomplished prior to the time the boy left here. However, with each of these boys some things happened that would lead us to believe that his chances of making it on placement are now better as a result of Family Therapy. Perhaps with the experience the gap between what we would like to see accomplished and what we feel was accomplished will become more narrow. As stated earlier, we see Family Therapy as being in the toddler stage. We expect that it will continue to grow.

Re: Project Number 598N
Iowa State Juvenile Home, Toledo, Iowa
Calvin L. Peters

I. GENERAL PROGRAM EFFECTIVENESS

A. The major emphasis of our entire program was to uplift each and every student to their approximate grade level or growth ability. We aim to keep the pupil-teacher ratio low so as to provide the greatest amount of individual assistance possible. Each teacher has a clerical aide at least one period per day, thus to allow the instructor more time in preparation and instruction. The addition of audio-visual equipment, transparencies, film strips, recorders, calculators, etc., have been a great asset to present materials, and to provide student motivation. The library has also increased its facilities making it more pleasurable for pupil and teacher use.

Home economics for boys was included in the summer program, creating good learning experiences, and increasing further interest in this program for the current year.

B. Small classes with clerical assistance to the instructor have been the most effective to the overall population of grades seven through twelve.

New equipment purchased from Title I funds in the areas of mathematics, English, reading, and home economics

have essentially acted as great motivators as opposed to the blackboard-textbook-workbook method.

C. With the use of more and different standardized and achievement tests we were better able to ascertain the student's ability, areas of weakness, and attitude, thus allowing groupings to be most effective. The student should then be able to have a greater feeling of self-success and confidence necessary for further learning.

D. Not applicable as this school is for neglected children only.

E. The recommittal is most always due to non-acceptance in their home community and inability to function adequately in a school program that has no place for slow learners. With the change recently in the State Department of Social Services more pre-planning is done with the home, community, and educational facility, within which the student will be exposed. This has reduced our recommittal rate.

II. OBJECTIVE MEASUREMENTS

A. Standardized Test

1. We use the I.T.B.S. and I.T.E.D. primarily to compare our pupils with those in the public schools in Iowa. We still feel our students do not have the background experiences necessary to make an adequate comparison.

All of our students are given the S.R.A. reading test and the California Test of Basic Skills. Most students take these several times a year to show developmental progress.

2. The California Test of Basic Skills is adopted primarily for economically deprived young people. Therefore, we feel it is one of the better tests as consideration should be made of the background experiences of our young people to ascertain in the areas of their weaknesses, as due to their environmental conditions and cultures.

B. Teacher Developed Test

1. Teacher developed tests are more widely used as a measure of learning. Most materials presented in the classroom are geared to the student's needs; in many cases quite individually. Thus, this type of test is a better judge of their progress.

2. The test may not be an adequate measure of the student's success or failure of the program activity but will give a more true picture of their acceptance or retention of materials given. It does, however, indicate if the subject matter should be reinforced or regiven.

III. SUBJECTIVE EVALUATIONS

A. The achievement level as best measured by project

participants ranged from 0.1 to 3.6 in reading and English and from 0.2 to 3.5 in arithmetic skills. The reading scores ranged over a nine-month period, and over a six-month period in arithmetic.

B. Various means of measures are used to ascertain behavioral conduct and attitudes of the students. Minnesota Multiphasic Personality Inventory is used and other informal personality and guidance inventories. The psychologist gives tests as apply to the referred individual or individuals. The emotional instability of our pupils at the time of entering is not a good personality measurement. We need to be sure the student has accepted his or her placement in our institution before making any evaluation. To say whether we fail or succeed is that they all show a small amount of social improvement in some to a considerable amount in others. However, how much of this is carry-over when they return to their home community cannot be measured by the student himself but often it is community acceptance. Therefore, majority results of the tests are not a true picture of anyone's social adaptability.

IV. IN-SERVICE EDUCATION

No formal program is on schedule. We were not able to participate in the teacher aide training program offered this summer. We did contact the neighboring education agency who had representation there and they have given us assistance

with our teachers and clerical aides.

V. COOPERATION WITH OTHER AGENCIES

At present we are working with family services, local educational institutions and local service organizations to better aid the student in school and community adjustment. We would like to see more vocational types of training made available to our students who do not have the potential to finish school.

Re: Project Number 597N
Iowa Annie Wittenmyer Home, Davenport, Iowa
Gerald Dunsmore

I. GENERAL PROGRAM EFFECTIVENESS

A. There were five programs funded by Title I during fiscal year 1969. These programs were:

1. Closed-circuit television program was chosen for one of the programs at the Iowa Annie Wittenmyer Home. The children coming to the Home are almost without exception from culturally deprived homes. They are educationally retarded, emotionally disturbed, and completely void of training in art, literature, manners, health education, and have rarely seen examples of refinement. Their vocabularies are limited and well filled with profanity.

Through the closed-circuit television cultural and educational programs are provided for the children. Some of these programs are taped during the day and replayed during the evening hours, others are from rented tapes which are available, and some of the programming is live by the children.

The children do the collecting, writing, and announcing of news items under the direction of the teaching staff. The musical and dramatic

programs were presented under the direction of the music department. The building of sets, backdrops, and props for the broadcasts were done by the children under the direction of the building maintenance department.

The scheduling was flexible in order to take advantage of availability of programs and also to fit into regular school time slots as well as off school time activities. A typical schedule would be as follows:

7:00 a.m.	State and Local News
10:00 a.m.	In-service training program, for houseparents, (lectures, films, announcements, etc.) This was considered a very valuable part of the program as it is extremely difficult to get well trained houseparents and staff. They require an extra amount of training; therefore, special training tapes were prepared and shown at regular intervals. When the staff is well trained the turnover is less and the resulting care for the children is much better.
12:00 noon	State, Local News and Music
3:00 p.m.	Educational program, taken from the state network of educational television.
5:00 p.m.	Chaplin's Devotional Period
7:00 p.m.	Special program designed to be of interest to the children. It would involve ballgames, concerts, art shows, games of all kinds (bingo was the most popular), and an occasional movie or cartoon films.

2. Vocational training for the children is another program that has merit at the Iowa Annie Wittenmyer Home. The children who come to the institution have had very little work experience and practically no training in employer - employee relationships. Due to the poor work records of many of their parents, their attitude toward job responsibilities is not good. In an attempt to improve their attitude toward jobs and to give them some skills in job applications and employer satisfaction a student employment coordinator was hired.

The philosophy of the school administrator is that each child should have some money of his own to spend as he wishes. For many of these children this is a first time experience. The younger children are given a small weekly allowance for their personal usage. After a child reaches the age of ten he is expected to perform some type of work and he is paid accordingly. The children must go to the student employment coordinator and make an application for work. If the child does not want to work that is his decision; however, no work no money. The jobs are scaled to the age and the ability of the child with the minimum amount equal to the weekly allowance of the younger children. The older children are given assistance in making application

for off-campus jobs and receive counseling relative to their work. There is a liaison established between employers and the older children and when problems arise the coordinator helps each to understand the other and solve the problems at issue.

The main purpose is to teach the students how to get and keep a job as they are expected to move out and be on their own after age eighteen or completion of their formal education. Any student who is not physically or mentally able to do so is then transferred to other State agencies for further assistance.

3. Summer school individualized tutoring is given to the children who are below their age-grade group.

4. Drama therapy is given for the children who are seriously emotionally disturbed. The acting out of differing roles offers a constructive escape mechanism for these children and helps them stabilize their personalities.

5. Teacher aides are hired to assist the regular classroom teachers so they will have more time to devote to instructional activities.

B. The project activities effectiveness for the grade classification levels are as follows:

1. Preschool through grade three
    a. Teacher aides
    b. Summer school individualized tutoring
    c. Closed-circuit television
    d. Drama therapist
    e. Vocational training counselor

2. Grade four through grade six
    a. Summer school individualized tutoring
    b. Teacher aides
    c. Drama therapist
    d. Closed-circuit television
    e. Vocational training counselor

3. Grade seven through twelve
    a. Vocational training counselor
    b. Closed-circuit television
    c. Drama therapist
    d. Summer school individualized tutoring
    e. Teacher aides

C. The easiest project to measure was the summer school individualized tutoring program. Individual instruction raised the children an average of 1.3 years of growth. However, the emotional balance of the child is the first goal as academic progress is retarded when the child is

emotionally off balance.

The behavior of the institutionalized child is evened out by his acceptance of the non-academic programs. They are broad enough in concept to permit individuals with differing problems to find some solution. At the same time how can attitudes and personal worth feelings be measured for purposes of reporting. Standardized tests measure the academic growth of students; however, they are very inadequate in measuring cultural growth, attitudes and standards. The school uses a general survey form in an attempt to measure these non-academic items, but it is in no sense standardized.

A copy of the forms are inserted at this time.

Name_____ Age_____ Sex_____

Date of entry_____ Second Entry_____ Third Entry_____

Date of this rating_____ Rated by_____

I. Reading Level: 1____ 2____ 3____ 4____ 5____ 6____

Measure the child's level according to his age level.

1. A non-reader, who according to his age should be reading.
2. A student who is reading very slowly for his age standard.
3. A student who is reading just less than one year below his age level.
4. A student who is reading one year or less above his reading level.
5. A student who is reading two or more years above age level.
6. A student who is reading at an adult level or three years above his grade level.

II. Mathematics Level:

1_____ 2_____ 3_____ 4_____ 5_____ 6_____

Determine the child's mathematics level as shown on the Wide Range Achievement test and score him according to his age. Use Wide Range Achievement Scale to make this determination.

1. A student who has no concept of the mathematics processes, but for his age level should have some knowledge of number concepts.
2. A student whose knowledge of mathematics is three or more years below his age norm.
3. A student who is a year or less below his age norm in mathematical skills and concepts.
4. A student who is advanced one year or less in mathematical skills and concepts.
5. A student who is two to three years advanced in mathematical skills and concepts.
6. A student who is four years or more advanced in mathematics.

III. General Health: To be rated by the hospital staff.

1_____ 2_____ 3_____ 4_____ 5_____ 6_____

(Use rating scale prepared by the hospital.)

IV. Adult Relationships:

1_____ 2_____ 3_____ 4_____ 5_____ 6_____

1. A child who is extremely fearful and resentful of any adult contact. This child will exhibit general disrespect for adult authority.

2. A child who resents adults authority and accepts it reluctantly and belligerently. This child makes no attempt to establish a close relationship with adults.

3. A child who is distant and reserved and will establish relationship only after being convinced that the adult is sincere.

4. A child who establishes relationship cautiously and with a limited number of people. This person will, however, respond to adults and be at ease with them.

5. A child who seeks out adult friendships and reacts favorably to adult counseling.

6. A child who gives every evidence of preferring adult relationships to peer relationships. This child will seek counseling and take advantage of it.

V. Impulse Control:

1_____ 2_____ 3_____ 4_____ 5_____ 6_____

1. A child who is completely negative in his manner--throws frequent temper tantrums. One who acts quickly and with no thought of consequences. One who allows his actions to override any judgment in the matter.

2. A child who makes some attempt to control his actions but is frequently out of control.

3. A child who has infrequent outbursts of temper of rather short duration, and followed by periods of remorse.

4. The child who maintains control of himself, but is frequently impatient with others.

5. A child who has complete control of his actions. He becomes irritated but not discourteous or argumentative.

6. A child who is poised, courteous, even tempered and handles himself perfectly in every situation.

VI. Sex Adjustment:

1_____ 2_____ 3_____ 4_____ 5_____ 6_____

1. A child who takes an active aggressive unnatural interest in the opposite sex. A child who masturbates frequently and openly. A child who has distinct and noticeable homosexual traits.

2. A child who takes an active and aggressive, and on some occasions unnatural interest in the opposite sex. The child will show some indications of sex perversion.

3. A child who has an aggressive interest in sex. The child will give evidence of attempting to control the interest, but not always successfully.

4. A child who has strong normal interest in sex. He will on occasions show lack of control. This child is frequently referred to as boy crazy or girl crazy.

5. A child who has a normal interest in sex but has the interest in full control.

6. A child who controls the normal interest in sex to such an extent that others would hardly know the interest existed.

VII. Aggressions:

1_____ 2_____ 3_____ 4_____ 5_____ 6_____

1. This child is highly depressed most of the time. He will not talk and remains completely withdrawn. He develops few friends.

2. This child has frequent periods of withdrawal, does not make friends easily, frequently pouts and engages in self-pity.

3. This child has periods of being sad. He takes no active part in organizations other than a once-in-a-while membership.

4. This child will show interest in many things without following up that interest with participation. He will sometimes take minor offices in organizations. He will on occasions volunteer ideas and suggestions.

5. This child is eager to talk and give ideas. He will promote projects.

6. This child will exercise leadership on every project. He has an abundance of good ideas and will complete his projects using his ideas. He speaks freely but always in good taste.

VIII. Friendliness:

1_____ 2_____ 3_____ 4_____ 5_____ 6_____

1. This child makes no attempt to make friends. He is rude and often profane to those who try to help him. He is completely negative to all approaches made to him by both children and adults.

2. This child makes no advances toward friendship. Yet will accept some friendship from others on a limited basis.

3. This child is cautious about making friends. He is capable, however, of friendship, but keeps close friendship on a limited basis.

4. This child will seek out friendship with many people but does not make close attachments. He will be well accepted by most people.

5. This child will have a warm personality that will draw others to him. He will be well liked by most people.

6. This child will quickly seek out new friends, both peers and adults. He will be courteous and considerate of all with whom he comes in contact. He will be sought out by those wishing friends.

IX. Peer Relations:

1_____ 2_____ 3_____ 4_____ 5_____ 6_____

1. This child is quarrelsome, rude and sometimes mean to his fellow students. He is in frequent fights. He complains about the other students and finds fault with them.

2. This child is quarrelsome and will on occasions, fight. He is very protective of his rights and will always seek redress of his grievances.

3. This child is frequently indifferent toward the other students. He does not quarrel excessively with them, but does not establish close friendships.

4. This child is well accepted by other students and he will establish a few friendships. He will on occasions be critical but not quarrelsome.

5. This child will be sought out by the other children. He will be unselfish and agreeable in all his relationships.

6. This child will be popular with the other students. They will vie for his favor. He will frequently advise and counsel with his fellow students.

X. Personal Habits:

1_____ 2_____ 3_____ 4_____ 5_____ 6_____

1. This child might be profane and loud. He might be unclean

of body and clothing. His manners are crude and unacceptable.

2. This child is careless with his clothing. He is untidy and unkept. He is frequently crude and unmannerly.

3. This child will not be offensively dirty, but he will wear his clothing poorly. It will be frequently poorly mended. His conversation may be loose and inappropriate.

4. This child will wear his clothing nicely. His language will be acceptable but not cultured. It will be evident that he will be trying to improve his manners and his behavior.

5. This child is poised, well mannered and cultured. He is careful and concerned about his clothing and his person. He is never offensive.

XI. Self-Image:

1_____ 2_____ 3_____ 4_____ 5_____ 6_____

1. This child sees himself as a complete failure. He may show suicidal tendencies. He is depressed and does nothing to improve his standing.

2. This child is insecure. He feels that he is inferior and unable to compete with other children.

3. This child often becomes discouraged. He gives up easily, but will come back for another try. He often indicates lack of self-confidence.

4. This child will talk about the things he can do and will on some occasions volunteer for small assignments.

5. This child is confident of his ability. He, however, is not boastful of his accomplishment.

6. This child is highly confident of his ability. He will volunteer information with confidence of its accuracy. He is willing to have his opinion challenged.

D. Not applicable as this school is for neglected children only.

II. OBJECTIVE MEASUREMENTS

A. The standardized tests used by the Iowa Annie Wittenmyer Home are:

1. U.I.S.C.--each child is given a psychological upon his entrance to the school. From these results an approximation is made as to his I.Q. which helps determine what to expect from the child academically.
2. Wide Range Reading--this test gives a concept of the child's academic progress.
3. Stanford Achievement--the children are given this test at the end of the normal school year. It gives an indication of academic growth and highlights areas where the child needs additional tutoring during the summer months.

There is a need to develop tests for institutionalized children, but only to the extent that it helps understand the child and his problems and to design a course of action to help the child. Any other claims for a test for these children only euphemisms and should be regarded as such.

B. Teacher developed tests are used sparingly except for measurement of effectiveness of teaching. A teacher developed test is appropriate only for that teacher

and the particular class of students receiving instruction from the teacher.

III. SUBJECTIVE EVALUATIONS

The staff of the institution school collectively felt that the Title I programs were helping the children in both the academic and non-academic areas. They indicated that the children appeared to be adjusting to the concept of institutional life better than children who were received before the Title I programs were started. The emotional upheavals appeared to be of a shorter duration and discipline was less of a problem than it had been in the past.

IV. IN-SERVICE EDUCATION

There were no Title I funds expended for in-service training. However, the Title I programs and how they tied in with the institution's regular program, were incorporated into the regularly scheduled in-service meetings held by the institution.

There was a spin-off effect from Title I expenditures, in that the closed-circut television equipment was utilized in taping the teachers' classroom presentations, and then the teachers were allowed to watch the play-back and analyze their techniques. With the teachers' permission some of the tapes were shown and the group analyzed and criticized the presentation.

V. COOPERATION WITH OTHER AGENCIES

Due to the uniqueness of this type of institution it is hard to incorporate cooperative programs with other agencies. Some of the children of high school age do attend school in the Davenport Community School System for classes that are not offered in the institution school curriculum.

Re: Project Number 600D
Iowa Training School for Girls, Mitchellville, Iowa
Marie L. Carter

I. GENERAL PROGRAM EFFECTIVENESS

A. The Title I project activities program for the past year was centered exclusively around recreation as had been planned. The main objectives were to engage girls in recreation and game activities that provided for physical fitness and attractive development; greater use of mental and physical abilities; provide for growth in demonstrated ability to cooperate, take responsibility; provide for release of feelings by channeling them through the activity rather than directing them upon each other; offer practice in leading and following; provide for release of feelings with attentive stress on direction and control of these feelings.

The project activities provided in the specific areas of recreational program were: basketball, volleyball, softball, badminton, tennis, swimming, ping pong, soccer, track and field, touch football, rhythm band groups, record rhythm sessions on tape recorder with background stereo record player for playback and analyzing, drill teams employing marching drums and bass drum, music appreciation listening sessions, group singing, teaching use of microphone for singing, speaking, and accompanying combo groups, development of music-oriented activities which provided girls the opportunity for self-expression

and release of emotions. Through concentrated effort the girls did learn to work together, play together, and experienced the enjoyment of worthwhile group accomplishments.

Most exemplary of the projects were those in which there was a great deal of physical activity involved--the out-of-door sports, particularly swimming and softball. Sportsmanship was exceptional and the activities proved to be good for the girls' morale.

The outstanding innovative activities were those that centered around music; the drill teams, rhythm combos, recording and listening sessions, singing with rhythm instrument accompaniment, provided great enjoyment. Music in all forms seemed to prove beneficial to girls in that it was a release valve for tensions.

The variety of planned activities were so scheduled that recreation was not a dull routine, but well timed to offer change of pace with vigorous team sports, quiet creative sessions, individual less-active sports. In many of the activities girls worked toward some form of public display of accomplishments through tournaments, contests, concerts. With each activity the recreational director endeavored to make it purposeful to the individual and attained this objective in a meaningful way with the students.

B. Grade levels and project activities which have been judged by project staff to have been most effective were grades eight through twelve. All girls except those who could not participate because of health restrictions, were involved in the projects. The staff viewed the total recreational program as effective as the girls maintained enthusiasm, did not lose interest and apparently did not become bored with the scheduled activities.

C. Delinquent girls have often denied themselves or have been denied the opportunity to participate in recreational activities or to just experience wholesome fun games. So many are unsocialized, so to speak. Recreation provided an avenue for socialization if effectively planned, supervised and directed. The greatest noticeable change in girls was improvement in behavior, the exercising of self-control, the development of some social graces. We do not have a standard method, procedure, or way of determining how successful the project has been. However, there were less misconduct reports for girls during this period than heretofore. The improvement in general behavior of the girls, however, proved girls learned that games provide an acceptable release for feelings that are not acceptable in their original form, that recreational activities provide security and a bond through learning that teamwork and working together does have its rewards in

winning and/or sharing in defeat.

Another noticeable result was that the majority of girls experienced feeling of acceptance through their display of ability, effort, leadership. Many girls have been rejected all their lives and to be recognized or accepted for an accomplishment is a tremendous boost to their morale and building of self-confidence. We observed that as self-confidence and respect developed from participation in sports, for example, the girl simultaneously seemed to take on a new interest in academic achievements and in pre-vocational assignments.

D. Recidivism Rate

1. New Commitments during the year - 102
2. Recommitments during the year - 0
3. Number returned for parole violation - 27

E. The fact that there have been no recommitments the past year is probably due to the fact that girls have been retained under parole supervision for an effective length of time. We have no statistics available to substantiate the above statement. In our opinion out of the twenty-seven girls returned for parole violation at least ten of these would not have been returned had they received consistent counseling and adequate parole supervision. Iowa has been and is still undergoing many problems in development of adequate field services since government reorganization was realized two years ago.

II. OBJECTIVE MEASUREMENTS

A. Standardized Tests

1. Metropolitan Achievement Test - High School Battery and Advanced Battery

2. In the area of academic achievement testing there is no need to develop a test for delinquent girls in institutions. They are there for such a short time and it is more important to know where they stand on state and national norms.

B. Teacher Developed Tests

Teachers is our school, for the most part, use the questions in textbooks and workbooks to assess students' acquisition of academic skills and knowledge. Where instructional materials have no evaluation techniques suggested, teachers do make up their own tests. These are usually short answer tests. Teachers also give considerable weight to students' daily assignments in classroom participation in determining the progress of their students.

The success or failure of the Title I activities has not been measured specifically inasmuch as there have been no control groups who did not receive the "treatment," in this case, audio-visual activities and library books and reference materials. The enrollment in our classes is so small that an experimental approach was not considered practical for measuring the success of these activities.

III. SUBJECTIVE EVALUATIONS

A. Summary

1. The progress reports written by the teachers on each girl indicate that the vast majority of the students make satisfactory progress in the acquisition of new knowledge and the development of academic skills.
2. The girls' attitudes toward school and their behavior in school generally improve. Girls who arrive with the idea that they do not want to cooperate with teachers, almost always change. After girls have been on campus for a few months they verbally express appropriate social values about obtaining an education. A few girls are quite willing to attend school at the institution but prefer to drop out when they are placed in local communities.
3. The activities made possible through Title I funds were all considered to be successful in achieving the objectives promoting achievement, increasing scholastic ability, improving attitudes toward school and education, raising the occupational and/or educational aspirations to realistic levels, increasing experiences of success in school, and extending the attention span of students while participating in these activities.

IV. IN-SERVICE EDUCATION

A. Three college students whose curriculums included areas of teaching, counseling, social work, correctional work, were employed full time as recreational aides during the summer months. They were under direct supervision of the Director of Recreation. The students were assigned recreational duties as outlined by the Director, and were evaluated daily by school staff regarding their effectiveness in fulfilling job responsibilities. The students found this educational experience of great inspiration and value. They were provided the opportunity to broaden their knowledge in methods of counseling, motivating girls to participate in recreational activities. They were exposed for the first time with the acting-out, emotionally disturbed delinquent adolescent girls. In addition to training in the area of recreation, the students were also involved in learning from the professional staff: a broad perspective of therapeutic processes, increased knowledge of adjustment reactions of adolescence, and personality disorders.

B. Of greatest value to students seemed to be the consistent, regular conferences each day with the Recreational Director regarding the schedule, the types of girls whom they were supervising, and the discussion and interpretation of suggested therapeutic processes from day to day which were used in handling behavior problems.

V. COOPERATION WITH OTHER AGENCIES

A. We were not involved with other agencies on this project and do not view the project as one in which other agencies could be involved effectively. We view the project as part of the total institutional training-treatment program. Since the average length of stay in the institution is six months, every effort is made to provide the best program possible to help each girl become a better adjusted individual when she is released to society.

Agencies at the community level need to be prepared to receive the girl when she is released from the institution and have some knowledge as to how to reach and work with the girl who is labeled delinquent.

VI. INVOLVING PARENTS IN OVER-ALL PROGRAMS

Parents are invited to the institution for interview by professional staff shortly after a girl is admitted. Thereafter, plans for family therapy are made in keeping with desire of parents for such assistance. Family Therapy is encouraged by our staff when it is deemed as advisable and parents are cooperative.

An attempt has also been made to develop better family relations by holding open house and inviting parents to visit on occasions when special programs are planned for them. This is in addition to the regular visitations.